

## OUR MINDFULNESS TEACHERS TRAINING

At the Mindfulness Association we offer three levels of Mindfulness teacher training:

**LEVEL 1 – INTRODUCTORY TEACHING SKILLS** - This is the entry point to our Mindfulness teacher training pathway. Participants are trained to guide the key practices of Mindfulness sitting practice (Settling, Grounding, Resting and Support), Bodyscan and Mindful movement. They are also trained in Mindful enquiry into experience after the end of a practice. This course takes place over 2 weekends over 4 months.

**LEVEL 2 – MBLC TEACHING SKILLS RETREAT** – After completing Level 1 and 6 months of informal teaching practice, the 5 day MBLC retreat teaches participants to deliver our eight week Mindfulness Based Living Course (MBLC). If you are assessed as 'Ready to Teach' after the retreat you will have all you need to begin teaching the MBLC: detailed lesson plans, the MBLC manual and guided audio.

Levels 1 and 2 training meet the Training Pathway Requirements of the UK Good Practice Guidelines.

**LEVEL 3 – CBLC TEACHING SKILLS RETREAT** – This 5 day retreat is for those who teach the MBLC and teaches participants to deliver our eight week Compassion Based Living Course (CBLC).



OUR TRAININGS  
ARE RECOGNISED  
AND RESPECTED

We work to develop and adhere to best practice within the UK

## COURSE LOCATIONS

SAMYE LING – near Lockerbie in Scotland  
LONDON & SCARBOROUGH  
ITALY & POLAND

## ABOUT MINDFULNESS

Mindfulness is an innate capacity of the mind to be aware of the present moment in a non-judgmental way. It can be developed through systematic training and promotes a way of being that helps us take better care of ourselves and others, and lead healthier lives. It enables us to access inner resources for coping effectively with stress, difficulty and illness. The Mindfulness trainings this we offer are entirely secular.

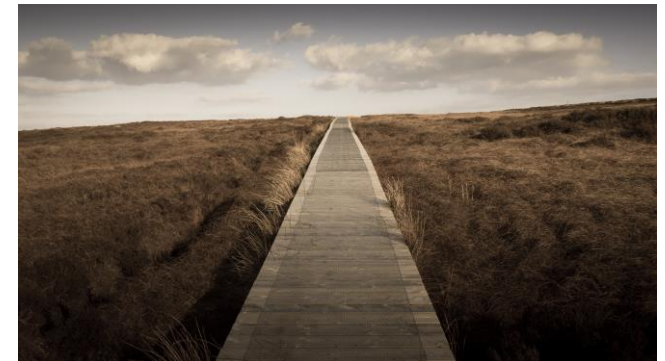
## OUR TRAINERS

Our trainers meet the UK Good Practice Guidelines for Mindfulness Teachers and are all long term committed Mindfulness meditation practitioners. They either meet or are working to meeting the UK Good Practice Guidelines for Trainers of Mindfulness teachers. In addition to this they are all trained in Compassion and so are equipped to be sensitive to and respond skillfully to any personal challenges that may arise in your Mindfulness practice.



MINDFULNESS  
ASSOCIATION

Finding freedom in our minds to  
flourish in our lives



LEVEL 1 MINDFULNESS  
TEACHER TRAINING

INTRODUCTORY  
TEACHING SKILLS

[www.mindfulnessassociation.net](http://www.mindfulnessassociation.net)

## ABOUT THE MINDFULNESS ASSOCIATION

At the Mindfulness Association we recognise how Mindfulness frees us from the conditioning that governs and limits our lives. This results in the flourishing of our human potential to make choices about how we live in connection with ourselves and our world. People are able to transform their lives through training in being present, responding with compassion and seeing deeply their habitual patterns of thoughts, feelings and behaviour.

Our objectives are to offer high quality long term trainings in Mindfulness, which help people to establish a regular and beneficial mindfulness practice and which help people to bring mindfulness into all aspect of their daily lives.

## LEVEL 1 MINDFULNESS TEACHER TRAINING – INTRODUCTORY TEACHING SKILLS

This course gradually introduces participants to the generic skills of guiding Mindfulness practice and leading enquiry. We learn to do this from our embodied present moment experience, in graduated stages. In guiding Mindfulness practice we learn to guide as we are doing the practice ourselves and in guiding enquiry we learn to trust that being present is enough. Therefore, it is only suitable for those who have a regular Mindfulness practice.



## WEEKEND ONE

During this weekend we teach you how to guide Mindfulness practices, in particular the practice of Mindfulness sitting practice (Intention, Motivation, Settling, Grounding, Resting, Support and Sharing), mindful movement and bodyscan. We look at the rationales for these practices, the language we use and safety issues around guiding these practices. Then we practice guiding each other in small groups and then in our tutorial groups.

We also explore how to lead Mindful enquiry at the end of a session of guided practice. Again we look at the language we use when exploring another's experience of practice, in a safe way without advising or fixing. We base our enquiry on direct experience by focusing on the triangle of thoughts, emotions or feelings and physical sensations as a starting point for an exploration of habitual patterns and feelings about experience and discuss how and when to bring in teaching points. The overall model of enquiry we use is Insight Dialogue (inspired by the work of Gregory Kramer), using the following steps: Pause, Relax, Open, Trust Emergence, Listen Deeply & Speak Truly.

This course is about teaching from our own practice and so a key element is developing the trust to teach from our embodied presence. We do this by practicing together in small groups, while staying present and in touch with our body and noticing the difference between this and teaching from the thinking activity in our heads that takes us away from our direct experience of the moment.

**Students on the University of Aberdeen MSc in Studies in Mindfulness complete this training at their Year 1 retreat.**

**In between Weekends One and Two participants write 1000 words about why we teach Mindfulness to groups and receive feedback from their course tutor.**

## WEEKEND TWO

During this weekend each participant guides a 10 minute guided practice that they have prepared (selected from Mindfulness sitting practice, movement or bodyscan) and a 10 minute enquiry in their tutor groups (of around 12 people). Structured feedback is given and received in terms of one thing that went well, one thing that could be improved and one thing that was interesting. The person leading the practice feeds back for themselves first, then receives feedback from two or three of their peers and then from the tutor. Feedback is given in terms of the Mindfulness Based Interventions – Teaching Assessment Criteria (MBI-TAC) so as to encourage a reflective teaching practice. In this way we learn by doing, observing others and reflecting on our experience.

We also explore working with groups during this weekend and safety, ethical and practical issues around Mindfulness teaching in groups settings.

At the end of this course participants will be able to begin teaching informal short sessions of Mindfulness to friends, family and colleagues, under the supervision (generally via Skype or phone) of a more experienced teacher, in preparation for the Mindfulness Based Living Course teaching skills retreat.

**For more information, please contact:**

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